



Subject	HSC Modern History
Class Teacher	D. Walton
Head Teacher	I. Paine
Task number	1
Task weighting	20%
Date task was issued	Term 4 Week 5
Date task is due	Term 4 Week 8- Friday December 1st

### Task overview:

#### Research Written Task

Historian K.D. Bracher argues:

*'In spite of their ideological prehistory, there can be no doubt that the new dictatorships of our century were principally a result of the 1914–18 war'.*

**To what extent did this conflict and its aftermath contribute to the rise of dictatorships in Europe and Asia?**

Support your response with direct reference to the sources provided and evidence (additional sources) based on your own research.

Your response should be presented as a formal essay with an introduction that directly addresses the question, distinct body paragraphs and a conclusion. *Refer to the PEEL scaffold provided in class if you need assistance with this.*

Your essay needs to be submitted through [Google Classroom](#) or by [email](mailto:devon.walton@det.nsw.edu.au) to Mr. Walton ([devon.walton@det.nsw.edu.au](mailto:devon.walton@det.nsw.edu.au))

### Outcomes assessed:

MH12-3	evaluates the role of historical features, individuals, groups and ideas in shaping the past
MH12-4	analyses the different perspectives of individuals and groups in their historical context
MH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument
MH12-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

# Sources

## Source A

It has long been accepted that military failure destabilizes a political system, destroys economic viability, mobilizes the masses, and undermines the normal capacity of the regime to deal with disturbances. The European state system was profoundly altered by the collapse of three empires, induced by defeat and privation.

**Lee, Stephen J., (2016), *European Dictatorships 1918–1945*, Routledge, Oxford p. 8.**

## Source B

“It is not only our Army that marches to its objective, 44 million Italians march with that Army, all united and alert. Let others try to commit the blackest injustices, taking away Italy’s place in the sun. When in 1915, Italy united her fate with the Allies, how many promises were made? To fight the common victory Italy brought her supreme contribution of 670000 dead, 480 000 disabled and more than a million wounded. When we went to the table of that odious peace they gave us the crumbs of the colonial booty.”

**Speech by Mussolini, 2 October 1935**

## Source C

“Now I am to carry out the vow I made five years ago when I was a blind cripple in the army hospital: to neither rest nor sleep until the November Criminals have been hurled to the ground, until on the ruins of their pitiful Germany of today has risen a Germany of power and greatness.”

**Speech by Adolf Hitler, 8 November 1923 at the Munich Beer Hall Putsch**

## Source D

“Remember the year 1918, when we celebrated the first anniversary of the October Revolution. Three-quarters of our country was at that time in the hands of foreign interventionists. The Ukraine, the Caucasus, Central Asia, the Urals, Siberia and the Far East were temporarily lost to us. We had no allies, we had no Red Army—we had only just begun to create it; there was a shortage of food, of armaments, of clothing for the Army. Fourteen states were pressing against our country. But we did not become despondent, we did not lose heart. In the fire of war we forged the Red Army and converted our country into a military camp. The spirit of the great Lenin animated us at that time for the war against the interventionists. And what happened? We routed the interventionists, recovered all our lost territory, and achieved victory.”

**J. V. Stalin, Speech at the Red Army Parade on the Red Square, Moscow, November 7, 1941**

## Marking Criteria

Criteria	Marks
<ul style="list-style-type: none"> <li>• Addresses the question asked, making a clear judgement based on a sophisticated and sustained argument, which demonstrates a comprehensive understanding of the issue(s) raised in the question</li> <li>• Presents a logical, cohesive and well-structured response drawing on a clear identification of relevant key features</li> <li>• Support interpretation with detailed, relevant and accurate historical information, specific use of all sources and makes use of appropriate terms and concepts</li> </ul>	21 – 25 A
<ul style="list-style-type: none"> <li>• Addresses the question asked with a sound attempt at a judgement AND/OR an argument, which demonstrates well-developed knowledge and understanding of the issues(s) raised in the question</li> <li>• Presents a well-structured response drawing on relevant key features</li> <li>• Provides detailed, relevant and accurate historical knowledge, with all sources and use appropriate historical terms and concepts</li> </ul>	16 – 20 B
<ul style="list-style-type: none"> <li>• Addresses the question asked with a relevant but largely narrative or descriptive response which may contain implied understanding of the issues(s) raised in the question</li> <li>• Presents a structured response, with some identification of the key features</li> <li>• Provides adequate, relevant and accurate historical knowledge incorporating most historical terms and sources</li> </ul>	11 – 15 C
<ul style="list-style-type: none"> <li>• Presents a generalised, mostly relevant narrative or descriptive response</li> <li>• Presents a simple response, with some mention of the key features</li> <li>• Provides limited, relevant and accurate historical knowledge incorporating some sources and historical terms</li> </ul>	6 – 10 D
<ul style="list-style-type: none"> <li>• Attempts a narrative or description, which may be only generally relevant AND/OR seriously incomplete</li> <li>• May be disjointed AND/OR very brief</li> <li>• Provides very limited historical knowledge AND/OR sources</li> </ul>	1 – 5 E

- **Absences:** If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both cases
- **Plagiarism:** Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties. Failure to follow the above procedures may result in a zero award.
- The policies and procedures that are outlined in the Assessment booklet will be followed regarding the non-completion of assessment tasks.